



Geography 426 Geographies of Development

Department of Geography & Environmental Management,
Faculty of Environment
Spring 2019

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Class time: Mon & Wed 10-11:20 in EV1-132
Office: EV1 114
Office hours: Tues 11-12pm or by appointment

Note: *Refer to the course website regularly for updates.*

We would like to [acknowledge](#), with gratitude, that the University of Waterloo is on the traditional territory of the Attawandaron (Neutral), Anishnaabeg, and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, land promised to Six Nations, which includes six miles on each side of the Grand River. Learn more [here](#).

The [Waterloo Indigenous Student Centre](#) at UW facilitates the sharing of Indigenous knowledge and provides culturally relevant information and support services for all members of the University of Waterloo community, including Aboriginal and non-Aboriginal students, staff, and faculty. Drop by for a [free soup and bannock lunch](#) on a Thursday!

Course description

This seminar course introduces students to a range of geographical and interdisciplinary perspectives on issues and explanations of global and uneven development, inequalities, livelihoods, and sustainable development. The geographical emphasis is on the global south, though parallels and experiences elsewhere will also be highlighted.

Development, a much contested term, is considered both as an uneven process of historical and geographical change and as a 'project' of planned interventions, in the post-WWII era, orchestrated by states and development agencies. By examining the roles of key actors—the state, market, and civil society—and associated development strategies, the course provides students with a critical understanding of how social, economic, political, and environmental processes operating at various scales shape opportunities and constraints for sustainable livelihoods.

This course is recognized as a **PACS Content Course** that fulfills requirements in the interdisciplinary Peace and Conflict Studies plan. See this [link](#) for info about a PACS concentration (Major, Minor or Option).

Intended learning outcomes

Upon completion of this course, you should be able to analyze and critically explain:

- Some of the contrasting interpretations of what ‘development’ means
- How ways of representing the global south reflect relations of power
- The sources of inequalities and uneven economic development outcomes, globally and within countries
- Common development policies and strategies, and roles of key development actors—states, markets, and civil society organizations—within these
- Common outcomes and trade-offs (between social, environmental, and economic development priorities) associated with these development interventions and approaches over the past half century

Course schedule, content, and readings

Week 1 (May 6 & 8) Course introduction

Video: “There you Go!” <https://www.survivalinternational.org/thereyougo>

Optional ‘readings’ this week (no reading response required):

Watch “Intro to ‘doughnut economics’” (TED talk by Kate Raworth):

<https://www.youtube.com/watch?v=1BHOflzxPjl>

Listen to the podcast <http://thesecretingredient.org/bush-tea/> Annalee Davis is a Barbadian artist and activist, whose work addresses the complicated legacy of slavery in the Caribbean: *“The history of slavery in the Caribbean is traumatic. It’s a difficult legacy and I don’t think that it’s been well processed. So the serving of tea becomes this way to sort of address that. To consider, how can we move forward? What does it look like to think about healing in a space like that?”*

Week 2 (May 13 & 15) What is development?

Goldin, Ian. 2018. *Development: A Very Short Introduction*. Oxford: Oxford University Press. [chapters 1-4] – purchase a hard copy at the bookstore, or an e-book on websites like redshelf.com

Tuesday, May 14, 3pm: **READING RESPONSE due** (based on Week 2 reading)

Week 3 (May 22; *May 20 is a holiday*) Development aid, sustainable development, globalization, development futures

Goldin, Ian. 2018. *Development: A Very Short Introduction*. Oxford: Oxford University Press. [Chapters 5-8]

Week 4 (May 29 & 31) Brief history of capitalism

Chang, Ha-Joon. 2014. *Economics: the user's guide*. New York: Bloomsbury Press. [Chapter 3: Brief history of capitalism, pp.45-107]

May 29: formation of groups for term project

Week 5 (June 3 & 5) TBD

Readings TBD

June 3: midterm test

June 5: guest speaker

Week 6 (June 10 & 12) Contrasting theories of economic development

Chang, Ha-Joon. 2014. *Economics: the user's guide*. New York: Bloomsbury Press. [Chapter 4: How to 'do' economics, pp.109-169]

June 10: In class check-in with instructor re. project topic

June 14: project outline due

Week 7 (June 17 & 19) 'Othering', and marginality, and development discourse

hooks, bell. (2015). *Yearning: Race, Gender, and Cultural Politics*. Routledge [Chapter 15, Choosing the margin as a space of radical openness]

Mitchell, Tim. 1991. America's Egypt: Discourse of the Development Industry. *Middle East Report*, 169: 18-34.

Week 8 (June 24 & 26) Capitalism and nature

Scott, James 1998 *Seeing Like a State*. New Haven and London: Yale University Press. [Chapter 2, Nature and Space, pp.11-52]

Week 9 (TUES July 2* –make up day for July 1– & July 3) China's development experiences

Readings TBD

***July 2:** Reading response for this date is due at 6pm instead of noon

Week 10 (July 8 & 10) Development alternatives: Taking back the economy

Gibson-Graham, J-K. 2006. *A Post-Capitalist Politics*. University of Minnesota Press. [Introduction and Chapter 4: The Community Economy, p.xix-xxxvii and 79-99]

Week 11 (July 15 & 17) Decolonizing development

Tuhiwai Smith, Linda 2012 *Decolonizing Methodologies*. 2nd edition. London: Zed Books. [Chapter on "Colonizing Knowledge"]

Kimmerer, Robin Wall 2013 *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Minneapolis: Milkweed Editions. [Mishkos Kenomagwen: The Teachings of Grass, pp. 156-166]

Week 12 (July 22 & 24) Term project presentations

No readings this week

Week 13 (July 29 – make up day for Victoria Day) Term project presentations

No readings this week

Assessment of learning & due dates

		Due dates
• Active participation (see rubric on Learn)	10 %	
• Weekly reading responses (on Perusall), for weeks 2-12	20 %	12 noon Tuesdays each week, starting May 14 (for Week 2 readings)
• Midterm test	15 %	June 3
• Final take-home exam (questions will be provided 3 days' prior)	20 %	Aug 2
• Term project outline	5 %	June 14
• Term project presentation and/or class activity (~15 mins) (in groups of 2-4)	10 %	
• Opt-in peer review of project?		
• Term project/report	20 %	TBD; due one day after your presentation?
• Group self-assessment for term project (required for your grade) – in PEAR website	--	One day after your report

Reading responses (on Perusall*) for online discussion of course readings

One of the main expectations of this seminar course is that you arrive for class each week prepared to discuss the core issues in the readings. As such, the aim of the reading responses is to help you do this constructively. We will be using the [Perusall](#) platform to facilitate this. **SCOTT-WMHE7** is the code for you to join this course. *Be sure to allocate sufficient prep time out of class each week for this activity.*

See "[How Scoring Works](#)" and [this set of sample annotations](#) with associated quality scores and an explanation for each score.

You are expected to provide **at least 4 comments or questions** on *each* of the assigned readings. For each reading, provide at least 5 short comments, focused on the following elements:

1. the key conclusions and arguments of the reading [you may skip this if many classmates have already covered this]
2. an element of the reading that you found most interesting, persuasive, well-argued, or thought-provoking, and explain why
3. an element of the reading that you found most problematic, least persuasive, or most in need of further elaboration, and explain why
4. connections between the content of the readings and your own experiences, knowledge, or assumptions (explain how so)
5. connections with past readings in the course and/or other readings assigned this week (how do they concur or differ?)
6. [optional] what questions did the reading raise for you?

Note that misuse of Perusall--for example, posting comments as your own that are copied from external web sites or other sources--will be treated as every other type of academic misconduct and will, at a minimum, result in an overall Perusall score of zero for the course.

*For the two weeks when we read the *Development: A Very Short Introduction*, I am unable to put this text on Perusall so we will have you submit a reading response (with answers to the above points) on Learn instead. Respond to each of the above points in 1-2 sentences each. You do not need to do this for each chapter, just once for the set of 4 chapters assigned for each week.

Term project

Choose a topic or question loosely connected to the course themes and readings that you would like to develop for a term project. Discuss this with the instructor in advance of preparing your project outline. You can choose the specific audience and type of output that you are most interested in developing for this task:

- the general public (e.g., in the form of a magazine article)
- government (e.g., a policy brief)
- a funding agency (e.g., a funding proposal, written from the perspective of an NGO)
- students (e.g., an online case study such as the ones [here](#))
- academic readers (e.g., a term paper)

Speak to the instructor if you would prefer to prepare your project in the form of a video.

You are encouraged to work **in groups** of 2-4 to complete the project. The length of the final output should be 1600-2000 **words per person** times the number of people in your group. However, the project should be jointly written by all group members. If you prefer to complete the project on your own, the length should be 2500-3000 words.

Groups can be formed based on students' selection. We will have one or two periods in class in which we encourage people to team up with others who share common interests.

Group work nearly always involves students with differing skill sets and capacities in relevant academic areas. The intended **goals** for group work include having students learn to identify strengths of their peers and maximizing these talents in the completion of the assignment; engaging students in peer education such that students with strengths can mentor and improve their colleagues' capacities; and resolving conflicts constructively amongst student groups. A **group contract** will be used to ensure that group members have made a plan for working together and resolving conflicts.

Mid-term test (in class) & take-home final exam

These tests will assess material from the readings, class discussions/presentations, and videos. The format for the midterm will likely be short essay questions (likely about 4-5). The final exam will be cumulative, but with more emphasis on the latter half of the course. The questions will be more reflective, asking you to make connections between material covered in various weeks.

Submission of assignments

For citing references in your assignments, please use Harvard, APA, or another standard referencing style.

By submitting an assignment for this course, you are agreeing to the following:

- You have properly referenced all ideas, words or other intellectual property from other sources used in the completion of this assignment.

- You have included a proper reference list, which includes acknowledgement of all sources used to complete this assignment.
- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of group projects).
- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Turnitin: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done both as an educational activity for you and to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin®. If you have objections to having your work submitted to Turnitin, please inform me by **May 22** to discuss alternative arrangements.

Late policy: You are expected to take account of the possibility of computer or printer failure in planning your time. Emailed assignments will not be accepted. The penalty for late assignments is **5 %** of the total possible mark per day, including weekends and holidays. I will not accept assignments more than 5 days after the due date unless we have a prior arrangement.

When You Cannot Meet a Course Requirement Due to Illness or Other Reasons: There will be no unpenalized extensions on assignments except for illness, severe personal extenuating circumstances, or weather emergencies. When you find yourself unable to meet a course requirement because of medical, compassionate or other reasons, please advise me in writing by Learn email; make sure to include your full name in your message. Where possible, you must contact the instructor in advance of the assignment due date, but otherwise as soon as possible after the due date. As a rule, you must provide appropriate documentation, for example, a note from your doctor indicating the dates during which you were ill, and describing the severity of your illness. *Manage your time carefully. Pressure of work alone is not an acceptable reason for seeking an extension without penalty.*

Waterloo Learn (course website): Waterloo Learn is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students, drop boxes for submissions, discussion boards, course e-mail, etc.), and provide feedback (grades, comments, etc.). Users can login to Learn via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password. If you still cannot get on after checking your password, please confirm with your instructor that you are on the class roster.

UW Writing and Communication Centre

The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit uwaterloo.ca/wcc. Group appointments for team-based projects, presentations, and papers are also available.

Recommended sources on writing skills

For a fourth-year human geography course, you are expected to have a high level of writing competency. To further hone your skills, consider reviewing the sources below:

Writing Effective Essays and Reports, by Rob de Loe (free online resource):

http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/

Style: Lessons in Clarity and Grace by Joseph Williams (free PDF online, or in the library).

Creating a positive learning environment

Course format: Your learning is my priority, and I recognize that teaching does not necessarily imply learning. To cater to diverse learning styles, my course exposes you to ideas in different formats (readings, seminar discussions, short lectures, videos, real world experience from guest speakers) and encourages you to engage with the material through reflective writing, interaction with peers and the instructor, and the preparation of various learning tasks (written assignments and oral presentations). My teaching style is interactive. As this is a seminar course, most classes will engage you in large or small group discussions. I welcome your participation, comments, and questions, since I believe that your participation contributes to a much more interesting class and valuable learning experience for all.

What I expect of you: You are expected to arrive on time, attend all classes, and invest on average 8-10 hours per week in this course, in and outside of class. Since class discussions and assignments will require you to apply information obtained from the readings, you are expected to complete the assigned readings, and to participate actively and consistently in class. I recognize that not everyone feels comfortable speaking out in front of the whole class, but oral communication is a fundamental skill for most jobs. Moreover, if you might approach me later for a letter of reference (e.g., for a grad studies application), your name and face will stand out to me much more if you have been vocal in class.

Laptop/mobile device policy: Laptops and mobile devices are permitted in class for **course-related purposes only**. I request that you have a sense of courtesy and respect and do not misuse the computer in class, particularly as this class will involve frequent student-to-student interaction. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, Facebook, non-course sites, playing on-line games, etc.), or using laptops off-line for non-course purposes (e.g. games, movies, music), **will be asked to leave the class**. This being noted, the class will be working on real problems in real time and there will frequently be times when conducting research on your laptops in class will be directly relevant to and supportive of the class learning objectives.

We also refer you to university policy:

University Policy 33 ("Ethical Behaviour") states that "no member of the University community (faculty, staff, student) may unduly interfere with the study, work or working environment of other members of the University or any aspect of another's University activity." The policy adds that "A 'poisoned environment' (or one that is intimidating, hostile or offensive) can be created based on any of the prohibited grounds under the Ontario Human Rights Code, and can be described as comment or conduct that is contrary to the aims of maintaining a supportive, respectful and tolerant environment." Using a laptop to view potentially offensive or inappropriate images during class could certainly contravene this policy, and an instructor would therefore have the responsibility to direct a student to refrain from this activity during class. Similarly, if a student is using a laptop in class to view material that is not offensive per se but merely distracting to others -- for example, a video of a high-speed car-chase -- it might reasonably be deemed to "interfere with the study, work or working environment of other members" of the class.

Email policy

I will use the 'Announcements' tool in Learn to post important updates regarding the course. Please check this section of the site regularly. You can also subscribe to receive email notifications.

For email communication, be sure to **put Geog 426 in the subject line of your email**. I will try to respond to your emails within 2 working days. If you do not hear back from me within three days (excluding weekends), feel free to contact me again in case your message got overlooked.

If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account or through Learn.

University policies

Intellectual Property:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Mental Health:

The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services <http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religious Observances:

Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Unclaimed assignments:

Unclaimed assignments (e.g., midterm tests) will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's [confidential shredding procedures](#).

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check [the Office of Academic Integrity](#) for more information.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with [AccessAbility Services](#) at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.